**Suggestions for the One-to-One conferencing for the Classroom Diagnostic Tools:**

**When should one‐to‐one conferences be formally scheduled?**

Schedule a time for one‐to‐one conferences with students soon after you assess the targeted students in your classroom using the Pennsylvania Department of Education Classroom Diagnostic Tools and/or other assessments.

**How should a teacher prepare for the one‐to‐one conference?**

Analyze the detailed diagnostic reports and/or other assessments to understand the strengths and needs of each student. Look for trends and contradictory trends. Interpret results and group students by their diagnostic profiles or other data to target specific instruction. (This is a flexible group, not an established group.)

**How should a one‐to‐one conference be conducted?**

Share the student’s individual learning progression map report and set goals. These goals may support the student’s struggle with foundational content and/or with more advanced content. Take time to examine the student's work with the student present. This is an active event in which both the learner and the teacher identify strengths and areas of growth and make plans to address these areas using the materials and resources on the Pennsylvania Standards Aligned System (SAS) or other teacher recommended resources. Talk with the student regarding his or her personal understanding of individual areas of strength or areas to build upon. Write down the established goals and accomplishments. Let the student know you will meet again formally in a few weeks to check for understanding, and that you will also check in on a daily basis.

**What should you do with the remainder of the students while you are conferencing?**

Establish procedures and expectations for effective classroom work during independent time. Set specific expectations and require students to use skills that are defined, taught, and modeled for them. Consider designating a lead student in the classroom to answer questions while you are conferencing.

**How long should a one‐to‐one conference take?**

As long as you are prepared, each conference should take from 3 to 5 minutes. Be sure to allow time for every student to be included in these sessions. Times may vary slightly based on student need, but keep to your schedule.

**Tips for a Successful One‐to‐One Conference**

Tip 1: Establish a visible schedule that includes date(s) and lists student names for One‐to‐One Conferences and post it in your classroom. Include all students. Times will vary, but every student should be included. One‐to‐One Conferences should be scheduled shortly after the administration of the Classroom Diagnostic Tools. Work to effectively complete each One‐to‐One Conference session within one class period.

Tip 2: Review with your students the norms for the class period and the importance of the class period set aside for conferencing. Responsibility for student expectations during this time period should be visibly posted and meaningful.

Tip 3: Preview reports and prepare for the One‐to‐One Conference Period.

Tip 4: Share the report and explain each diagnostic category and the meaning of the map (color bands, dots, graphs, and learning progressions).

Tip 5: Describe student strengths to build on and areas of instructional need, as well as trends across multiple administrations, if available.

Tip 6: Invite students to provide their interpretation of the profile

Tip 7: Integrate CDT results with other student work.

Tip 8: Identify or request student thoughts about what the student should be focusing on as the course scope and sequence unfolds, given the student’s strengths and areas of need.

Tip 9: Write down the goals established for the student and the teacher. The Individual Student Profiles show a variety of scripts from teachers as they meet with their students during One‐to‐One Conferences.